



October 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards, known as *Learning Results*, adopted by the Maine Legislature in 1997. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure achievement. This year, the mathematics portion of the SAT Reasoning Test™ was augmented with 18 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. The combined tests form the Maine High School Assessment (MHSA).

Due to the inclusion of the additional items in mathematics, it was necessary to set new achievement level standards for that discipline this year. The new achievement level standards are the result of a comprehensive process informed by Maine teachers and reviewed by advisory committees. The achievement level standards were not changed for the Critical Reading and Writing sections of the MHSA.

These 2006-2007 Maine High School Assessment Summary Reports contain the results of student performance on the SAT in critical reading, mathematics, and writing reported according to the achievement standards described above and disaggregated by student and school characteristics. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores for many students may also be used for college admission, they may not be used for that purpose if a student received accommodations during the test administration that exceeded those made available by the College Board.

These results reflect scores based on SAT and Math-A test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The SAT Reasoning Test™ employs a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics questions, and select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: http://www.maine.gov/education/sat_initiative/.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron
Commissioner of Education



High School Report

Test Date: May 2007
ID: 10261196
District: Brunswick School Department
School: Brunswick High School

Contents of the Report

The report is divided into five main sections including a section describing the students tested and a separate section for the results in each content area.

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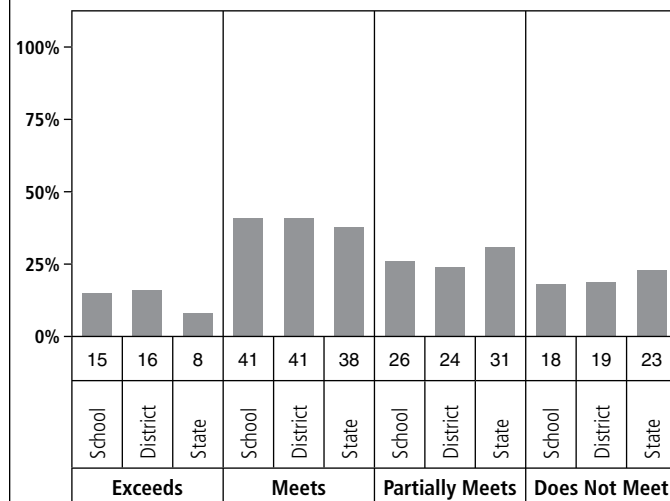
SUMMARY OF SCORES

Date: May 2007
District: Brunswick School Department
School: Brunswick High School

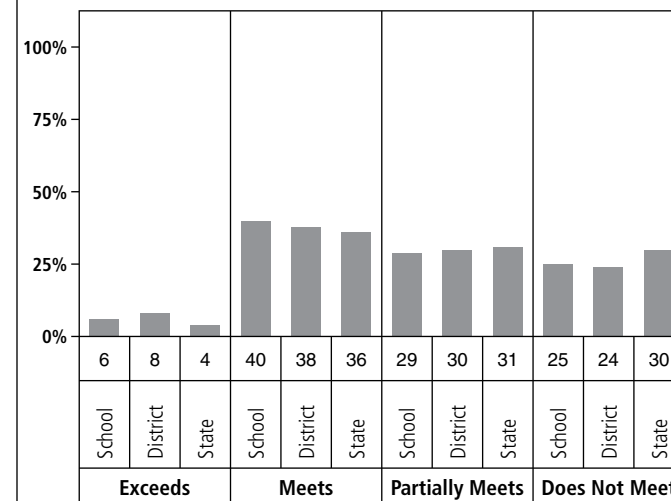
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
Critical Reading 2006–2007	1144	1145	1141
Mathematics 2006–2007	1142	1143	1140
Writing 2006–2007	1143	1143	1141

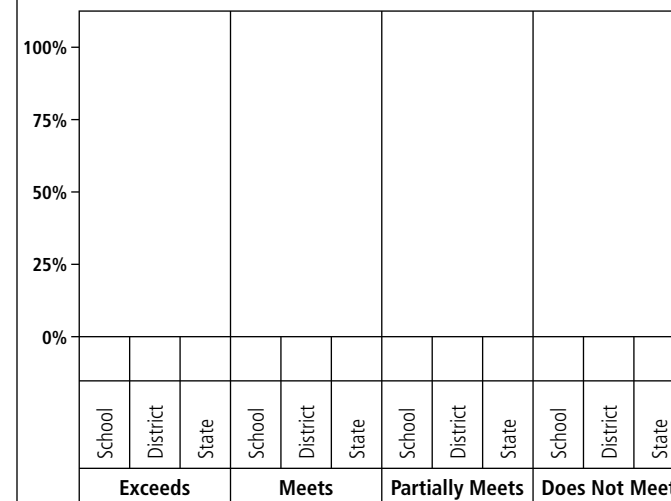
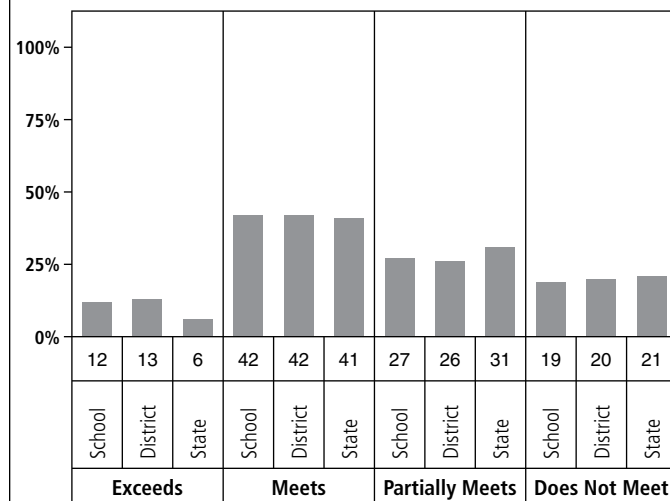
CRITICAL READING



MATHEMATICS



WRITING



SUMMARY OF STUDENT PARTICIPATION

Date: May 2007
District: Brunswick School Department
School: Brunswick High School

CATEGORY OF PARTICIPATION		Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
								Critical Reading						Mathematics						Writing											
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students		275	100	233	100	16094	100	262	95	223	96	15236	95	274	100	232	100	15599	97	262	95	223	96	15229	95						
Ethnicity	African American	4	1	4	2	333	2	4	100	4	100	295	89	4	100	4	100	308	92	4	100	4	100	294	88						
	American Indian/Native Alaskan	2	1	2	1	91	1	2	100	2	100	81	89	2	100	2	100	84	92	2	100	2	100	81	89						
	Asian/Pacific Islander	5	2	5	2	226	1	5	100	5	100	196	87	5	100	5	100	204	90	5	100	5	100	193	85						
	Hispanic	11	4	11	5	140	1	11	100	11	100	124	89	11	100	11	100	130	93	11	100	11	100	124	89						
	White	253	92	211	91	15304	95	240	95	201	95	14540	95	252	100	210	100	14873	97	240	95	201	95	14537	95						
	Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability		40	15	35	15	2351	15	35	88	32	91	2047	87	40	100	35	100	2169	93	35	88	32	91	2044	87						
Current LEP		2	1	2	1	285	2	2	100	2	100	237	83	2	100	2	100	250	88	2	100	2	100	233	82						
Economically disadvantaged		0	0	0	0	3924	24	0	0	0	0	3561	91	0	0	0	0	3702	94	0	0	0	0	3558	91						
Migrant		0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100						

MODE OF PARTICIPATION ³	Critical Reading						Mathematics						Writing											
	School		District		State		School		District		State		School		District		State		School		District		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations	229	83	193	83	13484	84	241	88	202	87	13851	86	229	83	193	83	13484	84						
Identified disability (PET/IEP)	4	2	4	2	743	6	9	4	7	3	865	6	4	2	4	2	743	6						
LEP	2	1	2	1	187	1	2	1	2	1	204	1	2	1	2	1	187	1						
504 plan	0	0	0	0	2	0	0	0	0	0	3	0	0	0	0	0	2	0						
Participation with accommodations	32	12	27	12	1570	10	32	12	27	12	1569	10	32	12	27	12	1570	10						
Identified disability (PET/IEP)	30	94	25	93	1127	72	30	94	25	93	1126	72	30	94	25	93	1127	72						
LEP	0	0	0	0	46	3	0	0	0	0	46	3	0	0	0	0	46	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Other	2	6	2	7	407	26	2	6	2	7	407	26	2	6	2	7	407	26						
Participation through alternate assessment (PAAP)	1	0	3	1	178	1	1	0	3	1	179	1	1	0	3	1	175	1						
Identified disability (PET/IEP)	1	100	3	100	177	99	1	100	3	100	178	99	1	100	3	100	174	99						
LEP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	4	0																		
Approved non-participation – special consideration	0	0	0	0	14	0	0	0	0	0	14	0	0	0	0	0	14	0						
Non-participation – other	13	5	10	4	844	5	1	0	1	0	481	3	13	5	10	4	851	5						

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

CRITICAL READING RESULTS

Date: May 2007
District: Brunswick School Department
School: Brunswick High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1161-1180)	2005-2006	37	13	33	15	1079	7
	2006-2007	39	15	36	16	1168	8
	Cum. Avg.	38	14	35	16	1124	7
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1141-1160)	2005-2006	111	40	90	41	5697	38
	2006-2007	108	41	90	41	5714	38
	Cum. Avg.	110	41	90	41	5706	38
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1129-1140)	2005-2006	82	30	65	30	4772	32
	2006-2007	67	26	53	24	4728	31
	Cum. Avg.	75	28	59	27	4750	31
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2005-2006	45	16	32	15	3595	24
	2006-2007	47	18	41	19	3444	23
	Cum. Avg.	46	17	37	17	3520	23

CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Date: May 2007
District: Brunswick School Department
School: Brunswick High School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	261	39	15	108	41	67	26	47	18	1144	220	16	41	24	19	1145	15054	8	38	31	23	1141
Ethnicity																						
African American	4										4						290	2	21	26	52	1131
American Indian/Native Alaskan	2										2						78	4	28	33	35	1135
Asian/Pacific Islander	5	1	20	2	40	2	40	0	0	1147	5	20	40	40	0	1147	193	7	33	34	26	1139
Hispanic	11	2	18	4	36	2	18	3	27	1145	11	18	36	18	27	1145	123	6	28	34	33	1137
White	239	36	15	102	43	61	26	40	17	1145	198	17	42	24	17	1145	14370	8	39	31	22	1141
Not Reported	0										0						0					
Identified disability																						
Yes	34	0	0	5	15	9	26	20	59	1128	29	0	14	28	59	1128	1870	1	10	26	63	1127
No	227	39	17	103	45	58	26	27	12	1147	191	19	45	24	13	1147	13184	9	42	32	17	1142
Limited English proficient students																						
Current LEP in first year	0										0						7	0	0	0	100	1122
Current LEP beyond first year	2										2						226	1	10	25	64	1127
Economically disadvantaged																						
Yes	0										0						3464	3	25	34	37	1134
No	261	39	15	108	41	67	26	47	18	1144	220	16	41	24	19	1145	11590	9	42	31	19	1142
Migrant																						
Yes	0										0						1					
No	261	39	15	108	41	67	26	47	18	1144	220	16	41	24	19	1145	15053	8	38	31	23	1141
Gender																						
Female	126	21	17	55	44	35	28	15	12	1146	103	18	45	23	14	1147	7401	8	40	33	19	1142
Male	135	18	13	53	39	32	24	32	24	1143	117	15	38	25	23	1143	7653	8	36	29	27	1140
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						68	1	21	32	46	1131
No	261	39	15	108	41	67	26	47	18	1144	220	16	41	24	19	1145	14986	8	38	31	23	1141
Gifted/talented program																						
Yes	0										0						1					
No	261	39	15	108	41	67	26	47	18	1144	220	16	41	24	19	1145	15053	8	38	31	23	1141

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

Date: May 2007
District: Brunswick School Department
School: Brunswick High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL *					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1161-1180)	2006-2007	17	6	18	8	578	4
Meets the Standards – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1141-1160)	2006-2007	109	40	87	38	5481	36
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1133-1140)	2006-2007	80	29	69	30	4754	31
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007	67	25	55	24	4607	30

*Standards were reset for mathematics in 2007 so historical data are not available.

MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Date: May 2007
District: Brunswick School Department
School: Brunswick High School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	273	17	6	109	40	80	29	67	25	1142	229	8	38	30	24	1143	15420	4	36	31	30	1140
Ethnicity																						
African American	4										4						304	1	13	27	59	1133
American Indian/Native Alaskan	2										2						81	2	16	42	40	1137
Asian/Pacific Islander	5	0	0	3	60	2	40	0	0	1144	5	0	60	40	0	1144	204	6	40	25	29	1142
Hispanic	11	2	18	4	36	1	9	4	36	1145	11	18	36	9	36	1145	129	3	29	25	43	1138
White	251	15	6	101	40	74	29	61	24	1142	207	8	38	30	24	1143	14702	4	36	31	29	1141
Not Reported	0										0						0					
Identified disability																						
Yes	39	0	0	3	8	4	10	32	82	1131	32	0	9	13	78	1131	1991	0	6	18	75	1131
No	234	17	7	106	45	76	32	35	15	1144	197	9	43	33	15	1145	13429	4	40	33	23	1142
Limited English proficient students																						
Current LEP in first year	0										0						7	0	0	0	100	1125
Current LEP beyond first year	2										2						243	2	14	19	65	1133
Economically disadvantaged																						
Yes	0										0						3606	1	20	31	48	1136
No	273	17	6	109	40	80	29	67	25	1142	229	8	38	30	24	1143	11814	5	40	31	24	1142
Migrant																						
Yes	0										0						1					
No	273	17	6	109	40	80	29	67	25	1142	229	8	38	30	24	1143	15419	4	36	31	30	1140
Gender																						
Female	129	7	5	54	42	40	31	28	22	1143	105	8	39	31	22	1143	7566	3	35	33	29	1140
Male	144	10	7	55	38	40	28	39	27	1142	124	8	37	29	26	1143	7854	5	36	29	31	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						73	0	14	26	60	1134
No	273	17	6	109	40	80	29	67	25	1142	229	8	38	30	24	1143	15347	4	36	31	30	1140
Gifted/talented program																						
Yes	0										0						1					
No	273	17	6	109	40	80	29	67	25	1142	229	8	38	30	24	1143	15419	4	36	31	30	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

WRITING RESULTS

Date: May 2007
District: Brunswick School Department
School: Brunswick High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1161-1180)	2005-2006	26	9	23	10	952	6
	2006-2007	32	12	28	13	937	6
	Cum. Avg.	29	11	26	12	945	6
Meets the Standards – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1141-1160)	2005-2006	118	43	98	45	6055	40
	2006-2007	109	42	92	42	6167	41
	Cum. Avg.	114	42	95	43	6111	40
Partially Meets the Standards – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1129-1140)	2005-2006	84	31	65	30	4916	32
	2006-2007	71	27	57	26	4723	31
	Cum. Avg.	78	29	61	28	4820	32
Does Not Meet the Standards – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2005-2006	47	17	34	15	3221	21
	2006-2007	49	19	43	20	3227	21
	Cum. Avg.	48	18	39	18	3224	21

WRITING RESULTS BY REPORTING SUBGROUPS

Date: May 2007
District: Brunswick School Department
School: Brunswick High School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	261	32	12	109	42	71	27	49	19	1143	220	13	42	26	20	1143	15054	6	41	31	21	1141
Ethnicity																						
African American	4										4						290	1	21	31	47	1132
American Indian/Native Alaskan	2										2						78	4	29	37	29	1136
Asian/Pacific Islander	5	0	0	2	40	3	60	0	0	1142	5	0	40	60	0	1142	193	6	31	35	28	1138
Hispanic	11	0	0	6	55	2	18	3	27	1142	11	0	55	18	27	1142	123	4	30	33	33	1137
White	239	32	13	101	42	63	26	43	18	1143	198	14	42	25	19	1144	14370	6	42	31	21	1141
Not Reported	0										0						0					
Identified disability																						
Yes	34	0	0	3	9	10	29	21	62	1128	29	0	10	28	62	1128	1870	0	8	27	65	1127
No	227	32	14	106	47	61	27	28	12	1145	191	15	47	26	13	1145	13184	7	46	32	15	1143
Limited English proficient students																						
Current LEP in first year	0										0						7	0	0	0	100	1117
Current LEP beyond first year	2										2						226	1	10	25	63	1128
Economically disadvantaged																						
Yes	0										0						3464	2	26	36	37	1134
No	261	32	12	109	42	71	27	49	19	1143	220	13	42	26	20	1143	11590	8	45	30	17	1143
Migrant																						
Yes	0										0						1					
No	261	32	12	109	42	71	27	49	19	1143	220	13	42	26	20	1143	15053	6	41	31	21	1141
Gender																						
Female	126	20	16	58	46	30	24	18	14	1146	103	18	47	19	16	1147	7401	7	46	31	15	1143
Male	135	12	9	51	38	41	30	31	23	1140	117	8	38	32	23	1140	7653	5	36	32	28	1138
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						68	0	15	43	43	1131
No	261	32	12	109	42	71	27	49	19	1143	220	13	42	26	20	1143	14986	6	41	31	21	1141
Gifted/talented program																						
Yes	0										0						1					
No	261	32	12	109	42	71	27	49	19	1143	220	13	42	26	20	1143	15053	6	41	31	21	1141

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number